

Vol. VI.

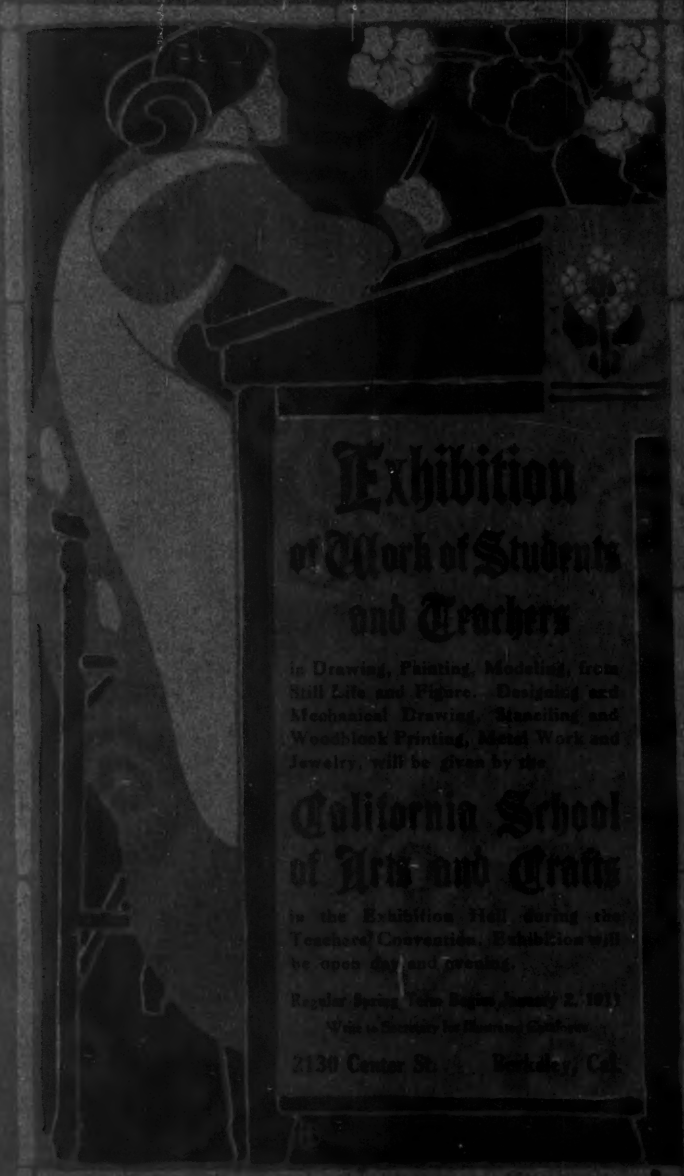
DECEMBER, 1910

No. 10

SIERRA EDUCATIONAL NEWS AND BOOK REVIEW



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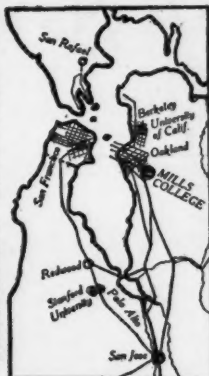


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The Unbroken Song

I heard the bells on Christmas Day,
Their old familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good-will to men!

And thought how, as the day had come,
The belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, good-will to men!

—Henry Wadsworth Longfellow



SIERRA EDUCATIONAL NEWS

AND BOOK REVIEW

Vol. VI.

DECEMBER, 1910

No. 10

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at

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L. E. ARMSTRONG

Editor and Manager

Advisory Editorial Board: Dr. A. F. Lange, Mark Keppel, C. L. McLane, Jas. A. Barr, W. M. Mackay

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The SIERRA EDUCATIONAL NEWS greets its readers this month in a true holiday dress. As far as colors will permit, we have tried to show the Christmas spirit on that which greets you first—the cover. This pleasing design of the California holly will suggest Christmas to everybody. We hope that all our readers may approach the day with inner peace and joy. While the year may have brought burdens to all of us, it has also brought strength to bear them. We are glad to find in our hearts at this Christmas-tide the only lasting joy—the joy of service. Ours is a calling worthy of men and women. Surely there is nothing finer or more satisfying than ministering to the needs of childhood. To the extent that we bring the Christmas spirit to the hearts of our children, we shall find it in our own hearts. For every teacher in California the NEWS covets an abundant measure of this Christmas joy.

A CENTER SHOT

A story told by Col. Harris Weinstock, chairman of the California Commission on Industrial Education, at a recent meeting of the Scholia Club in San Francisco, well illustrates the industrial education situation. According to the story, an old Irishman having poured forth the woes of his country and his spirit of grievance against England, was asked to state just what Ireland wanted in the way of redress. After a moment's reflection, the old man said, "Sure and I don't know just what she wants, but she wants it — quick." If anybody has anything more appropriate to the situation, we desire to offer him space.

INDUSTRIAL EDUCATION AND THE UNIVERSITY

It is growing somewhat popular to speak of the danger of "school-masterizing" industrial education. In our endeavors to introduce some truly practical work into our high schools, we have placed therein as instructors some thoroughly good artisans. These men know forge-work, shoemaking, carpentry; but they do not know these things in connection with other significant factors in a well-rounded life. They have not the educational viewpoint. We have no fault to find with placing these men in our schools for special work. But let us not regard this arrangement as final. The spirit of American democracy does not regard with favor the training of our high school youth solely as artisans. This spirit demands more industrial work, it is true, but requires that it be informed and redeemed by a broader education of which it shall be an integral, vitalizing part.

While we shall be obliged to begin industrial work in our high schools largely under the direction of artisans, we believe that we shall not reach a true basis until the University grapples with and solves the problem of furnishing teachers who can handle the work. The department of agriculture at the University, with supporting courses in other departments, is now preparing students to take charge of the work in agriculture in our high schools. The University must develop companion courses for the training of teachers in the industries peculiar to city life. If the University could arrange with the Union Iron Works, for instance, for students to spend alternate weeks in real work at the foundry and in grasping the principles involved in this work at the

University, we should be in a fair way to solve the problem so far as the teaching of iron-working is concerned. We shall probably find in the long run that the best results will require some such arrangement. We might profitably do the same in our high schools. Several Eastern schools are now trying this plan with apparently satisfactory results. Unless we mistake the spirit of the American people, we shall never turn our schools over to the making of apprentices by rule-of-thumb artisans. A boy may learn a trade therein, but his eyes must not be closed meanwhile to the higher intellectual and spiritual values of life.

THE STATE EDUCATIONAL SUBSIDY

A BRIEF REVIEW

Recent events render imperative a discussion of the state educational subsidy and the relation of this journal to the same. At a meeting of the State Board of Education last June, a petition was presented by the Executive Committee of the California Council of Education asking that the SIERRA EDUCATIONAL NEWS be designated as the official organ of the department of public instruction. In support of the petition the following reasons were submitted: "(1) That the SIERRA EDUCATIONAL NEWS is owned and controlled by the teachers of the State. (2) That it has by far the largest circulation of any educational journal west of the Rocky Mountains. (3) That if it is made the official organ it will promote harmony and a better understanding between the members of school boards and the teachers throughout the State. (4) That the official communications from the State office will be available, and read not only by members of school boards, but also by eight thousand teachers for whom they are primarily intended, thus giving the State Superintendent the opportunity of addressing each month the entire educational forces of the State. (5) That whatever financial gain may be derived from the subsidy, after the obligations to the State have been performed, will not go to a private individual but will be entirely expended in the cause of education—in broadening the scope of the teachers' journal and increasing its usefulness; in furthering educational investigations; in advancing the general cause of education as the California Council of Education shall direct."

Upon roll-call the petition was supported by Dailey, Lange, Black,

Van Liew and Millsbaugh; while opposed were Hyatt, Burk and Miss Rich. President Wheeler and Governor Gillett were absent. It will be seen that the motion lacked but one vote of the necessary six for affirmative action.

Subsequently at a meeting of the California Council of Education in San Francisco, on the first of October, the action of the Executive Committee in presenting the petition was unanimously approved, and by a decisive majority the Committee was instructed to present again the matter to the State Board. In compliance with this instruction, the following petition signed by all the members of the Executive Committee with the exception of Miss Ednah A. Rich was presented at a meeting of the State Board on November 19th:

PETITION OF THE COUNCIL OF EDUCATION

"To the Members of the State Board of Education,

"Sacramento, California.

"Gentlemen and Miss Rich:

"At a meeting of your honorable body, held at Sacramento, California, on June 7, 1910, a petition was presented by the Executive Committee of the California Council of Education, asking that the SIERRA EDUCATIONAL NEWS be designated as the official organ of the Department of Public Instruction. As two members of the State Board were absent from that meeting, and as the majority present voted in favor of the petition, we again renew the request for official recognition of the SIERRA EDUCATIONAL NEWS, the paper owned and controlled by the teachers of California."

(Signed):

"DUNCAN MACKINNON,

"MARK KEPPEL,

"C. L. McLANE,

"JAS. A. BARR,

"J. W. LINSKOTT,

"W. M. MACKAY,

.....

} "Executive Committee
California Council of Education."

DR. BURK'S RESOLUTION

Immediately upon the presentation of the petition, Dr. Burk offered the following resolution:

"We, the members of the State Board of Education, believe that the granting of a State subsidy for the maintenance of an educational journal, as shown by the experience of the last thirty years, is wrong in principle, is unnecessary, and is undermining to initiative in practice. The evil influences engendered by this subsidy have, on the whole, greatly exceeded its good offices; therefore be it

"Resolved, That the State Board of Education herewith recommends to the Legislature the repeal of the provision authorizing this State subsidy."

Then upon motion both the petition and the resolution were passed over to the next meeting of the Board, in February, 1911.

THE MAIN POINT AT ISSUE

The petition and the resolution taken together bring matters squarely to a head. The question involved in the resolution is fundamental and must take precedence of consideration of the petition. The resolution assumes that the principle of a subsidy for an educational journal is inherently wrong. We know that a number of thoughtful school people are inclined to take this view. They have seen the matter tested for thirty years with results so deplorable that they have gradually reached the conclusion that an educational subsidy does more harm than good. On the other hand, a great majority of the school people freely admit the "evil influences" and incompetent service of the past, but they believe there is a fundamental difference between a private subsidy and a social subsidy. There is no difference of opinion as to the contention that a subsidy administered for private gain develops subserviency and "is undermining to initiative." Those points have been amply demonstrated. But the majority believes that a subsidy administered for the common good rests upon an entirely different basis. On this social basis no one is benefited financially—there is no thought of private gain. There is nothing inherently wrong in the principle of a social subsidy. In the specific case under consideration, the administration of the subsidy and all profits accruing therefrom would be vested in the hands of the California Council of Education—a body fitted by position, training,

and experience to advance the general cause of education. Surely there is a difference plain as day between administration of the subsidy by the editor of the *Western Journal of Education* for his private gain, and administration by the California Council of Education for the common interests of education throughout the State!

NECESSITY OF AN EDUCATIONAL SUBSIDY

The school people of California are rightly agreed that the subsidy must go if it can not be rescued from *private* administration and the proved abuses attendant thereon. They realize, however, that even a social subsidy may not be justifiable in all cases. While the social basis may safeguard honest, intelligent, energetic handling of a fund, it must first be made plain that the expenditure of the fund will make for increased efficiency, that it will render a necessary public service. When we consider the important part played by boards of trustees in the handling of our schools, who can doubt that the law establishing the educational subsidy in California meets a definite need? True the county superintendents are spreading a wholesome leaven; progressive principals and teachers are letting their light shine; but we need still more leaven and light. To get the best results, the highest educational authorities in the State must work systematically with the trustees. It is extremely desirable that the superintendent of public instruction and the State Board of Education should counsel trustees and teachers. Lines of communication should be kept up between the State office and the remotest district in the State.

We all know that a school system reflects the life of its community. The only way to establish and maintain a good school system in any community is to develop therein an intelligent appreciation of good schools. The school can not safely go much faster than its community. How great the necessity, then, of bringing to bear upon the trustees, as educational levers in every community, the best educational thought of the State! Nobody questions the necessity for teachers' institutes. If California can wisely spend one hundred seventy thousand dollars a year for institutes to keep her corps of trained teachers abreast of the times, who will say that she should not continue to expend less than five thousand upon the men who touch the destinies of three hundred thousand children and direct the expenditure of ten million dollars?

Truly some are penny-wise and pound-foolish! The trustee is an important cog in the educational wheel. The State must not fail to bring to him all possible light upon his relations to the schools.

THE HEART OF THE MATTER

Thus we have present in California the two factors justifying an educational subsidy. First, we have the trustee who will render far better service to the State if counseled systematically by professional experts. Second, we have in the California Council of Education and the SIERRA EDUCATIONAL NEWS the machinery for a clean, effective administration on a social basis of the funds set aside for educational service to the trustee.

OUR POSITION STATED

The SIERRA EDUCATIONAL NEWS does not need the educational subsidy for the continuance of its life or its present degree of efficiency. If it did, we should be opposed to its receiving it; for need breeds subservience. The California Council of Education wants no conditions that might develop fawning in the conduct of this journal. But the Council does believe that this paper may comply fully with the intent of the law establishing the subsidy; that it may render a real educational service to the State; that by having the official designation it may fill a still wider field of usefulness. The Council of Education offers the State full value on every dollar of the fund. In addition it pledges that all profits accruing from the administration of the fund shall be spent in the general cause of education in this State.

A GREAT OPPORTUNITY

The designation of the SIERRA EDUCATIONAL NEWS as the official organ of the department of public instruction would afford an opportunity for the state superintendent and the State Board of Education to reach eight thousand teachers every month. No other educational journal in California reaches half that number of teachers. With the NEWS as the official organ, the teaching force of the State could be brought as one body into intelligent, sympathetic co-operation with the trustees of the State for the working out of broad educational policies. Great results would come from this realization of educational unity and power. A finer opportunity to enter into close effective leadership of

the educational forces of a State—teachers and trustees—has never been offered to any superintendent of public instruction in all our fair land. To guarantee this opportunity the Council of Education agrees, in case the NEWS is made the official organ, to place as much space per month at the disposal of the superintendent of public instruction as that official may desire. He would have complete control of his own department of the journal. The petition of the Council of Education is based on no selfish motive. It rests on a firm conviction that the designation of the SIERRA EDUCATIONAL NEWS as the official journal would make for greater harmony and efficiency in California education. The decision lies with the State Board of Education. Before recommending to the Legislature the discontinuance of the subsidy, we believe the State Board should give the Council of Education an opportunity to demonstrate the correctness of its views. Let us try a *social* subsidy administered for the common good. We rest our cause with confidence.

THE BEGINNING OF THE END

At its recent meeting at Redding, the Northern California Teachers' Association ratified the report of the California Council of Education calling for one great California Teachers' Association composed of four sections. Without a dissenting voice, the Northern Association proved its confidence in the wisdom of the new plan. With perfect trust in the other associations of the State, this body of California teachers cheerfully surrendered its independent existence to become part of a greater, more efficacious whole. It was willing to prove its faith by its works. In this action of the Northern Association we see the beginning of the end. We believe that the other associations at their coming meetings will unhesitatingly follow the example of their northern sister. The ideal of a state-wide front will become the real.

The fine attitude of the Redding meeting toward the larger plans and purposes of the educational forces of the State is well shown in the president's address. We are confident there is helpfulness and inspiration in this message for every teacher in California. Free from sectional spirit, it is as big and broad as the State. We may well ponder President Moore's contention that one's ability to co-operate with his fellows is the measure of his effectiveness and his sanity.

A LITTLE ADVICE*

GEO. W. MOORE

Principal Colusa Grammar School

IN accordance with a time-honored custom, it becomes my privilege to give the members of the Teachers' Association of Northern California a little advice. Whether any advice be needed or not, it becomes my prerogative as president for the year to administer it—and I am not disposed to surrender that prerogative. Therefore take heed: "He is twice armed that hath been once forewarned," or words to that effect. My task is a difficult one, and I am sure that you will sympathize with me. I have no great, sincere and abiding conviction that times are out of joint and that I was born out of spite to set them right, or that I was born to set them right out of spite. As I look over the educational work of the State as a whole and of this section of it in particular, I can truly say in language appropriate to the great political agitation through which we have just passed, that the educational situation in California does not lead me "to view with alarm," but rather "to point with pride." Believing, then, that we are on the turnpike which leads to the city of success and that the shining towers of that city are already in view, pity me the bromidic task of saying, "Kind friends, press on! For the race is not always to the slow, nor victory to the weak."

With this frank statement as an introduction, I shall now don my most serious demeanor and comply to the best of my ability with the amenities. I shall not talk to-day about industrial education, or the care of the physical child, or of the articulation of schools, or of other great educational problems connected with our everyday work. These are all well worthy of discussion and will receive it at hands more competent than my own. I choose to-day to devote the little time at my command to the teacher's relations to his fellows in working out state-wide educational policies. We have heard much of what the teacher owes to himself, to his pupils, to his community, and to the State. My text to-day is his duty to his fellow-teachers in the State of California.

*From the President's Address, Northern California Teachers' Association, Redding, November 15, 1910.

In that stimulating book, Maeterlinck's "The Life of the Bee," the talented author lays down a few facts and conclusions worthy of our most careful consideration. For from this study of the bee, Maeterlinck derives a standard for the measurement of a man. A solitary bee taken four miles from the hive is helpless and hopeless and soon dies. The life of the bee is almost wholly dependent upon the life of the hive. Alone, he *falls*; with his fellows, he *stands*. And nowhere in human society can be found as perfect co-operation as that shown in a hive of bees. The bee may be considered not only a model of industry, but also a perfect example of effective co-operation. The bee has mastered a lesson not yet learned by the selfish human biped. But man is fast following the footsteps of the bee, so that to-day we may safely gauge a man's effectiveness and sanity by his ability to co-operate with his fellows. "No man liveth unto himself alone." He is a member of society willy-nilly, and just to the extent of his uniting with others for the advancement of the common good is he effective and sane. If a man will not co-operate with his fellows, we send him to San Quentin; if he can not co-operate with them, we send him to Stockton or Glen Ellen. Thus our effectiveness and sanity may be measured by our power to co-operate.

Assuming that Maeterlinck is sound in this conclusion, need we ask what is the matter with a teacher who has no interest and takes no part in the great movements for the betterment of his calling? We have all met this teacher. He never finds a community quite to his liking. He flits from district to district in search of the elusive ideal community, not realizing that for him it can not exist. He does not know that the best district in California is not objective but subjective; that it lies potentially within the heart and brain of the teacher. Unable to co-operate, he does not know that the trouble rests with him. He is a stranger to the truth that the kingdom of Heaven is within. When a teacher can reach out into a community and align himself with and guide the people and the forces that make for betterment, his success is assured. And to such a teacher, happy in his work, that district is the best district in the State. For that teacher has the understanding, the sympathy, the courage, the energy—in a word, the sanity—to co-operate.

It is not a difficult step from the problems of the community to the problems requiring state-wide co-operation. The teacher who has learned how to lead one small community into better ways of thinking and doing will readily grasp the broader problems. For the solution of these problems calls primarily for the exercise of the same virtues which bring success in the small community, plus a few other common-sense principles.

In the first place there must be *understanding*—a knowledge of conditions as they are, as a basis for the consideration of proposed changes. With this knowledge must go *sympathy* for the problems and burdens of the teachers of the entire State, not simply a selfish desire for relief from the particular burden that is distressing us. For if one member suffers, does not the entire body suffer? We must rise to a conception of ourselves as one great teaching body in California bound together by common aims and sympathies, and owing much to one another in kindly courtesy and genuine consideration. Then we must have the *courage* to go forward unitedly to make educational conditions better in our beautiful State. If we take counsel of our fears, we shall hesitate at the threshold and so miss the blessing reserved for the strong of heart. And for the prosecution of state-wide policies, we must always add *energy* to understanding, sympathy, and courage. The world stands aside for the man who knows whither he is going. If we expect to enlist the assistance of our citizenry in working out educational policies, we must go to work ourselves unitedly and determinedly. For instance, if we wish a state-wide pension system for teachers placed upon the statute-books, only united determined work will bring it about. We must prove our desires and faith by our works.

And what else do we need to measure up to our full duty to the other teachers of California? A firm belief in the intelligence and rectitude of the other fellow. Confidence is essential to co-operation. Great souls, conscious of their own integrity, are always trustful. And yet some teachers hold, in practice at least, to the old saying, "All the world is queer but thee and me, and sometimes thee is a little queer." Believe it (for it is true) that the teacher in San Diego, eight hundred miles away, is just as intelligent, just as conscientious, just as desirous of educational progress, just as devoted to the cause, as we are. When

we can think of that San Diego teacher kindly and sympathetically; when we can desire her success as sincerely as we do that of our friend in the adjoining district, all right things educationally will be possible. We shall then have a spirit of unity which will bring fulfillment of our desires. We have reason to believe (and we rejoice in the belief) that the great majority of California's ten thousand teachers are standing squarely to-day on this broad platform of real sympathy and mutual confidence and respect.

Confidence in our fellows is pre-requisite to the working out of state-wide policies, because in some of the steps the delegation of authority becomes necessary. We must work through our representatives. These men and women should be chosen carefully, but having been chosen we must hold up their hands, for they are fighting our battles for us. The captious critic, the disgruntled fault-finder, the confirmed knocker should be given short shrift. We shall wax strong on constructive criticism, but out upon the man who joins the anvil chorus to vent his spleen! Always the weakling and the failure crave companionship of their own. A strong man's success is a stench in their nostrils. We may measure ourselves by our sympathy for a man who is waging a fight for the right. As a general rule people do not line up in controversies involving moral issues according to their reasons, but according to their characters. On any moral issue some people will line up on the wrong side as inevitably as others choose the right side. One of the profound lessons in Hawthorne's "Great Stone Face" is the truth that our belief in the other man's honesty, sincerity and disinterestedness is simply the mirror of our honesty, sincerity and disinterestedness. Beware of the man who has no confidence in his fellows, who always seeks ulterior motives. He is usually worse than useless. He will bear watching. Fortunately there are few such in educational work, and their day and generation will soon have an end. Cherish the honest, constructive critic, for he will do you good and not evil. But turn a deaf ear to idle whining. In all our relations with our fellow teachers of the State, we do not need the counsel of distrust and division, but instead the cheering message of hope, confidence and good will.

Is it necessary to point out the immediate practical application of these considerations? We all know the splendid efforts put forth this

last year to bring the teachers of California closer together. From Siskiyou to San Diego and from the Sierras to the sea, the response has been worthy of the heart and brain of our superb teaching-force. True there are many problems yet to solve. We have made only a beginning, but the fine spirit shown in this beginning justifies expectation of great results in the days to come. We should congratulate ourselves that in the California Council of Education and the SIERRA EDUCATIONAL NEWS we have at last the machinery to secure united effort of the teachers of the State and to direct that effort for the common good. After many years we find ourselves able to meet the standard laid down by Maeterlinck—we are proving our sanity and our effectiveness by genuine co-operation.

Thus it is that I stand here to-day opening the fourteenth annual session of the Teachers' Association of Northern California with a feeling of deep satisfaction commingled with sadness. For I realize that in order to measure up to our best selves, and to the rest of the State, this meeting must be the last meeting of the Teachers' Association of Northern California. Nor would anyone have it otherwise, I am sure, for it is manifest destiny that is leading us. The body itself will live, and with greater life and usefulness serve the needs of its members. But we shall lay down an outgrown name to enter into a new and a greater California Teachers' Association, a California Teachers' Association extending from the Oregon lakes to the Mexican border and from the snows of Nevada to the white sands of the Pacific. When we meet again, I trust it will be as the California Teachers' Association—Northern Section. We shall have in this State as many sections as local needs may determine, but only one California Teachers' Association. The day that marks the consummation of this plan will long be esteemed a red-letter day in the educational history of the State. For it will mark the completion of a movement characterized by freedom from sectional prejudices and informed by a lofty spirit of state-wide co-operation and harmony.

In this connection the voluntary act of the present California Teachers' Association in limiting its area, and becoming simply a division to be known as the Bay Section of the California Teachers' Association, is worthy of all praise. Our brothers and sisters of the Bay Section region cheerfully relinquish the mantle of an honored name that it may

cover a united teaching body in this State. Likewise our friends south of the Tehachapi will surrender the name of a great association of which they are justly proud—an association now known as the Southern California Teachers' Association; but soon to be known as the California Teachers' Association, Southern Section.

How much better this will be than four separate associations as at present! So far as local needs are concerned, the four associations will be as independent as ever. But in the problems which require concerted action throughout the State, we shall find in the new organization a strength and an effectiveness never known before. For we shall have a Council of Education to unify and direct our efforts, and an educational journal to bind ten thousand teachers together through monthly knowledge of our plans and purposes. Under the new plan the teachers of California will be able to give articulate expression to their desires and ideals. They will be able to speak coherently as one body, thereby enhancing their rightful influence. We are on the threshold of bigger things educationally in California. Let us enter boldly in and do our full share toward giving teaching a firmer place as an honorable, attractive calling. For in so doing we shall not be seeking selfish ends, but rather an increased efficiency that shall count for better citizenship. And in the degree that we co-operate with our fellow-teachers throughout the length and breadth of our fair State to this desirable end, shall we prove our sanity and our effectiveness.

HOPE

Once on a time from scenes of light
An angel winged its fairy flight.
Down to the earth in haste he came,
And wrote in lines of living flame
These words in every heart he met:
"Cheer up, cheer up! be not discouraged yet!"
Then back to heaven with speed he flew
And tuned his golden harp anew,
And all the joyful throng came round
To listen to the soul-inspiring sound,
And heaven was filled with pure delight,
For Hope had been to earth that night. —*Anonymous.*

THE BEGINNINGS OF THE SCHOOL SYSTEM OF LOS ANGELES

J. M. GUINN

(Continued from November issue)

The first school ordinance under American rule was passed July 9, 1851. Article one provided that a sum not exceeding \$50 per month should be applied toward the support of any educational institution in the city, provided that all the rudiments of the English and Spanish languages be taught therein. For instruction in the higher branches the parents were to negotiate with the owners of the school.

The early schools seem to have been run on the go when you please principle both on the part of the pupils and the teacher. The school committee of the council reported having visited the public school twice without having found the children assembled. The committee, however, had arranged with the honorable preceptor for a full attendance next Friday.

Under Spanish and Mexican rule and continued into the first years of the American regime, there was a practice of allowing a pupil a holiday on his patron saint's day. As every pupil had a patron saint and every saint had a day assigned him in the calendar, there was a continuous run of holidays in the schools.

On August 13, 1852, an ordinance was passed by the city council fixing a levy of 10 cents on the \$100 for the support of the schools. This was the first school tax levy ever made in the city. Previous to that the school fund was derived from licenses, fines, etc. On July 25, 1853, an ordinance was passed for the establishment and government of the city public schools. Having established a public school system the council then stopped the payment of subsidies to private schools. At the meeting of the city council, May 20, 1854, Stephen C. Foster, the mayor, was appointed city superintendent of schools and Manuel Requena, Francis Mellus and W. T. B. Sanford, three members of the council, were constituted a Board of Education. There was no conflict between that Board of Education and the city council. The Board of Education and the Superintendent set vigorously to work and by the beginning of the next year (1855) had erected the first school building that Los Angeles ever owned; it was a two room brick building located on the northwest corner of Spring and Second streets where the Bryson building now stands.

Wm. McKee, an educated young Irishman, was the second principal. He was the first teacher to attempt the ornamenting of the school grounds with shade trees. The *Los Angeles Star* of March 17, 1855, in an able editorial urged the planting of trees on the school lot. "When the feasibility of growing trees upon the naked plain is fairly tested the owners of lots in the neighborhood of the school will imitate the good example," said the *Star*—to test the feasibility the Board of Education bought a dozen black locusts and had them planted on the school lot. The trees grew but when the green feed on the "naked plains" where the Boston Store, Coulters and the City Hall now stand dried up, the innumerable ground squirrels that infested the mesa made raids on the trees, ate the leaves and girdled the branches. To protect the trees McKee procured a shot-gun and when he was not teaching the young ideas to shoot he was shooting squirrels.

There was no water system then in the city and water for domestic purposes was supplied by carriers from carts. McKee used water from the school barrel to water the trees. The hombre who supplied it reported to the Board of Education that the *Gringo maestra de escuela* (schoolmaster) was wasting the public water trying to grow trees on the mesa where any fool might know they would not grow. The school-grounds were enclosed by a Mexican picket fence, a structure made by interlacing willow poles with a network of rawhide thongs. It was not ornamental nor aesthetic but very useful in protecting the trees from straggling cattle and predatory mustangs who had the freedom of the streets in those days. The trees thrived despite the squirrels and the waterman's wrath. They were cut down in 1884 when the school lot was sold to the city for a city hall.

In the early '50's there was no uniform course of study in the country schools and no certain time for opening school. Each teacher formed his own course of study and the schools began any old time and continued as long as the public funds lasted, which was usually about three months.

The late Thomas J. Scully was the first teacher to establish a uniform course of study in the country schools. Scully was a graduate of the Toronto Normal school and probably was the first Normal school graduate to teach in our schools. In 1854-55 there were but four country districts in Los Angeles county, which included all the territory now in Orange county and about half of Kern. Scully would begin school about

the first of the year say in the northern district, teach until the funds were exhausted, then packing his course of study and his ferrule in his saddle bags and mounting his mustang he moved on to the next district, and then to the next. In this way he was enabled to give the schools a uniform course of study and no change of teachers. In his pedagogical peregrinations, Scully finally reached a certain district where, neglecting the advice of the late Samivel Weller "beware of vidders," he was captured by the black eyes and winning smiles of a little widow. He laid down his ferrule, discarded his course of study, married and turned his attention to cultivating his wife's vineyard and making wine. To beat the tariff he found a home market or rather a market at home for a considerable quantity of his wine, and domestic infelicity followed. A social eruption threw him outside the family circle. He reformed, took up the ferrule and waved it successfully until his death some twelve years ago. He was a genial whole-souled man liked by everyone who knew him. He was at the time of his death the Nestor of Los Angeles pedagogues.

Passing rapidly down the corridors of time we come to the beginning of teachers' institutes in Los Angeles county. The first one was organized in the old Bath street school building, October 31, 1870. This building was located north of the Plaza on what is now Upper or North Main street. It was held there because the school house on the corner of Spring and Second streets was too far out of town. There were no hotels or stores then south of First street. All the business of the city was in the neighborhood of the Plaza.

The officers of that institute were Wm. M. McFadden, county superintendent, president; J. M. Guinn and T. H. Rose, vice-presidents, and P. C. Tonner, secretary. All these except the undersigned have passed over the divide between time and eternity. The entire teaching force of the city schools consisted of eight teachers; of the county (which then included all the area now in Orange) thirty all told and all present. The site of Pasadena then was an indifferent sheep pasture, Pomona a cattle range, and Long Beach had not even a lone fisherman for an inhabitant.

The institute was pronounced a decided success by those who participated in it. One small schoolroom held all the members and the audience, and still there was room for more. In that institute we observed or practiced one of the slogans of modern Los Angeles—"boost home

products." All our essays, orations and exemplifications of methods were home made—home products. We had no money to hire pedagogical evangelists at so much per day and traveling expenses. There was one illustration of a method at that institute the most forceful I have ever known. A certain ex-pedagogue known as Prof. R., read a paper on scolding. Scarcely had he finished before a lady sprang to the floor and began to soundly berate the professor. At first we supposed she was giving an object lesson in scolding to illustrate the professor's essay. But when she shrieked out, "He's a thief, he stole my well," State Superintendent Fitzgerald, who was presiding, remarked in his blandest tones, "Madam, I do not find your exercise down on the program and I shall have to call you to order." We all regretted that he did not ask her to explain the professor's feat in physics, the carrying off of her well which was a hole in the ground. It was as difficult a feat as stealing the hole out of a doughnut without taking the doughnut.

The Los Angeles high school was established in September, 1873. It was the first high school founded in Southern California. Then there were then but seven in the entire State. Now there are five in Los Angeles city alone and in the State there are legion. As late as 1868 the male teachers were in a majority in the county, the count standing schoolmasters, 17; schoolmistresses, 10. In all the years since then the masters have steadily gone down in relative numbers and the mistresses have gone up, and now the lords of creation in the profession are reduced to the condition foretold by the old prophet: when seven women shall lay hold on one man, the relative numbers in the profession standing about seven females to one male outside of the high school.

As I said in the beginning, the fads and the foibles, the theories and the methods of long ago have their counterparts and their reincarnations in our educational systems of to-day. The question of compulsory education was fought to a finish in the county institutes of California nearly forty years ago. I recall an institute held in the old Leck hall on Main street when the pros and antis throughout an autumn day wrangled over the question. The pros won. A law was enacted by the legislature which purported to be an act to protect the rights of school children. Every parent was required to send his child of school age to school at least twelve weeks during the year. There was a fatal defect in the law's enforcement. Some one had to swear to a complaint against the delinquent

parent and have him haled before a judge and punished. It was easier and safer to let the delinquent parent's progeny go unschooled than get yourself hated and possibly hurt. I never heard of but one attempt at enforcement and that was up in the Tulare country. A justice of the peace had a grouch against a neighbor who was neglecting his duty to his family. So the judge haled his neighbor before him and fined him a hundred dollars. The irate parent refused to pay the fine, whipped the judge and went unwhipped of justice himself. The law remained on the statute books in a state of innocuous desuetude for a decade or two and was then wiped off for a better one.

Even that modern fad of open air schools now prevailing in New York, Chicago and other eastern cities, where teachers and pupils bundled like arctic explorers keep school on the top of sky scrapers with the thermometer at zero—even this, barring sky scrapers and zero weather, had its counterpart in early Los Angeles. The first school in San Gabriel was taught under the spreading branches of a giant live-oak. The sides of the school house were made of wild mustard stalks tied to a framework with rawhide thongs. It needed no plenum system of fans and thermostats to ventilate that school house.

Domestic science, too, had its crude beginning away back in the dark ages of our school system. In early times it was difficult for the teachers in the country schools to find boarding places. The houses usually contained but two or three rooms and the families were large. In the Upper Santa Ana district, which was settled by Spanish people, the trustees partitioned off one end of the school house for a cooking room and fitted it up with a stove and other culinary articles for the teacher to board himself. The schoolmaster assisted by the big girls prepared lunch. He taught them the Americano methods of cooking, and if he was a jolly good fellow he shared with them the toothsome viands prepared by the joint efforts of both. It was a picnic for pupils but might mean poverty for the preceptor as he had to provide the viands and the girls had vigorous appetites.

There was another branch of domestic science taught in the schools. For twenty years after the establishment of a public school system in Los Angeles the teachers, assisted by the big boys and girls, did the janitor work. They swept and dusted the school rooms and built the fires. It is needless to say that that branch of domestic science was not a picnic.

A teachers' strike resulted in the employment of janitors in the city schools but it was a decade later before they were employed in the country schools.

The first kindergarten in California was opened in Los Angeles about 1872. Miss Merwhedel, a pupil of Froebel's, was the pioneer kindergartener of the State. She opened a school in the old Round House which stood at the entrance to the Garden of Paradise on Main street just below Third. The Round House was a circular adobe structure built by an eccentric sailor for a residence in the early '50's. George Lehman bought it and the grounds belonging to it and fitted them up for a suburban pleasure resort and named the grounds the Garden of Paradise. To make his garden more realistic he placed in it plaster of paris statues of Adam and Eve, Cain and Abel and the old serpent. The tree of knowledge was an orange tree. The grounds extended from Main to Spring streets. On the Spring street front was a thick cactus hedge which was more effective in keeping intruders out of Paradise than a flaming sword.

When Miss Merwhedel opened her school in Paradise, Adam and Eve had been driven out, the old serpent had been scotched, and the tree of knowledge cut down to prevent bad little boys from breaking the windows of the adjoining houses in their attempts to knock down the forbidden fruit. Amid such scriptural surroundings the kindergarten began its career. It was something unheard of by the average resident. Two citizens discussing it, one asked the other, "What is this kindergarten business down in the Round House?" "That sign," said the other, "is spelled wrong. It should be a kinder of a garden. The little kids play that the school is a kind of garden and they play they are flowers. They sing songs and cut up funny capers."

It may seem to you from the trend of my discourse that I have been burlesquing and poking fun at the efforts of the pioneer teachers of California in building up a school system. Not so! I am one of them. I taught my first school in California forty-five years ago. I have seen the school system of California evolve from chaos to completeness or at least near to it. For the first twenty years after a public school system was established in Los Angeles the city superintendents were merchants, lawyers, doctors, preachers, anything but teachers. Public sentiment relegated the teacher to the roll of incompetents—unfit to wrestle with the

business end of his profession, a sort of a mild lunatic harmless among children but hurtful among business men.

The pioneer teachers were missionaries—not, however, of the revival evangelist kind who make converts by the wholesale. Our work of converting was a slow and tedious process of overcoming the prejudice and penuriousness of our patrons. The school patron of our day was the mid-century man of the last century. He was the product of the school of the three R's. He had battled with adverse forces of nature as a pioneer settler in the Far West, and had won out. He had little toleration for new fangled methods in education and far less for paying teachers liberal wages. I recall the attitude of one member of the Board of Education on the wages question when I was city superintendent of the Los Angeles schools twenty-five years ago. His standard of wages for all women teachers was \$30 a month. A servant girl worked thirty days for a month and twelve hours a day for \$20. The woman teacher worked twenty days for a month and six hours a day. Why should she receive more? He was willing to compromise on \$30 but that was his limit.

The battles for higher education, for improved methods, for better pay were fought to a finish by the pioneer teachers. The liberality of the patrons of the schools now is the crop from the seed sown years ago by the pioneer teachers. A word of warning: do not abuse that liberality, do not be too lavish in your expenditures, do not be too importunate in your demands, do not make your school system a horse-leech's daughter with the unceasing cry of give! give! give! There may be a reaction, there may be a rebound. I have seen the hands on the dial of progress turned back years by injudicious demands and unreasonable exactions.

The pioneer teachers deserve well of the present generation. They laid the foundations of our school system broad and deep and built a substantial structure on them—incomplete, unfinished and weak in places it may be. It is yours to strengthen the weak places. If top-heavy with excessive ornamentation, trim off these. In your chosen profession don't be a poll parrot, repeating catch phrases; think your own thoughts and utter them, too. Don't be the servile imitator of others methods; invent your own and use them if they are better suited to your needs than the imported ones of the institute orator, imported also. "Boost Home Products" of brain as well as of brawn.

THE NEW BALLAD OF THE FLY

Baby bye,
Here's a fly,
By the state he's doomed to die.
Since he brings
Germlike things
On his legs and wings;
Countless millions of the same
Have their lodgings on his frame.
His offense
Is immense,
Hang his impudence!

See him pass
Bold as brass,
With a buzz that's full of "sass."
'Sz—'sz—sizz!
There he is
On the grub, gee whiz!
See him with infected feet
Walking on the bread and meat;
Then the whim
Seizes him
In the milk to swim.

Baby bye,
Shun the fly,
Pure food sharps will tell you why,—
'Tis no joke,
They will soak
Fly-protecting folk.
Therefore, get your little ax,
Slay the "musca" in his tracks.
Don't delay!
Haste to slay!
Little fly, good day, good day!

—*Pittsburg Chronicle Dispatch.*

THE USE OF MAPS IN PHYSICAL GEOGRAPHY

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THE map is the shorthand of geographic language. It tells with a stroke what the pen must write weary hours to relate. As the pot-hooks of shorthand represent words, and words in their turn represent ideas, so the conventions of the map are rivers and valleys and fields, typhoons and blizzards and biting cold, cities and harbors and ocean steamships.

As signs of ideas the conventions of the map are superior to those of our systems of shorthand, for they may be read as pictures. The mind may grasp the idea without the medium of words. Again, the conventions of maps are superior to words because of their connotation. Thus on a single square inch of surface is represented the idea of alluvial plain and swamp, levee and flood, fertile soil, obstructed navigation, and engineering problems—an idea which might well take volumes of words to express, an idea with such endless possibilities of variation as would puzzle the most gifted linguist to express in words.

The purpose of the map, therefore, is to convey thought. As a means of conveying its peculiar kind of thought the map, as we have seen, is unsurpassed. Therefore we can not afford to omit its study from the schools. Further, it seems that we ought to use the map in the study of all the phases of geography in which it may be used. It hardly need be added that it is desirable that our pupils know how to read a map correctly.

Before proceeding further, let us ask what is the condition in our high schools to-day as regards the use of maps. My experience has led me to believe that many pupils can not read even the simplest maps correctly. If asked, they probably would tell you glibly enough that meridians extend north and south, but with the next breath would say that Greenland is southeast of the North Pole and that Alaska is southwest from this newly acquired American possession. I find many pupils who do not know where on a map to look to determine the latitude and longitude of a place, and, when they are shown, do not remember which set of figures means latitude and which longitude. I dare say you could find pupils in our high schools who would inform you that Greenland is as large as South America. I am sure you could find those who would contradict you flatly or smile at your ignorance,

if you should chance to remark that the nearest route from San Francisco to Yokohama or Hongkong is by way of the Aleutian Islands. I cite this condition as a further reason for the scientific study of maps in our high schools.

What maps shall we use, and how shall we use them? In the light of what has already been said it would seem that the proper use of the map is as a source of information. The conventions of a map are few and easily understood, but let the teacher be sure that they are understood before asking pupils to read maps. The globe is the most nearly perfect of all representations of the earth's surface, and as such ranks first on our list. If only we could make a globe large enough, no Mercator's projection or polyconic projection or other projection would be necessary. There is such a globe—just one—and it is our business as teachers to build up another as nearly like it as possible, only that the other one is to exist in the mind. That teacher is most successful who can make this image in the mind of the pupil most nearly an exact counterpart of the earth itself, the element of bigness being not the least important.

After the laboratory globe come a few of the common map projections with their necessary limitations, with special reference to the globe—both the laboratory globe and the mental image. Then there is a class of special maps from which geographic information can be obtained advantageously. I presume that no one would advocate that these be omitted from the list. I refer to the daily weather map, rainfall maps, pilot charts, etc.

So far there has been no consideration of the representation of differences of elevation on the earth's surface. Now comes this question of the third dimension or relief features, and with it I presume the storm center of our discussion. Doubtless there could be found more than one teacher and perhaps several pupils who would say, "Physical geography would be just fine if only we didn't have to study the maps." In most cases it is the topographic map that is meant. My contention is that this state of mind is entirely unnecessary, and that a valuable map has been greatly abused. Of all maps the large scale topographic map is probably the most valuable, certainly the most accurate, but probably the most criticised of any map used in the teaching of geography. Let us ask why.

It seems to me there are four chief reasons for the criticism which is directed against the topographic map.

First: Globes are used too rarely, and with this shortcoming there is the accompanying neglect of imagining things represented on the globe.

Second: Pupils are sometimes allowed to pursue the study of geography with the spirit of a hireling, with almost nothing of spontaneous interest or enthusiasm. Sometimes the subject is pursued with less interest than it would be if it were the geography of Mars, and land forms are even more mythical than Martian canals.

Third: Probably teachers have unconsciously considered the study of topographic maps as an end in itself, or they have considered a knowledge of the particular region represented on the map as an end. Some of them have failed to see that the topographic map is the means of taking an excursion to the region, and that the imaginary excursion instead of being an end in itself is the means for the understanding of some law of Nature, the action of natural forces, or the reaction of man upon his environment.

Fourth: I believe entirely too much written work has been required, often with a laboratory manual open in one hand and the topographic map spread out on the table before the pupil. This kind of an exercise easily degenerates into answering questions one at a time, each answer being made without reference to any other. Thus, probably far from what the author intended, the end sought is to have a number of truths or supposed truths written in a book. One is reminded of the unfortunate young lady who graduated from college after four years of hard work and the outlay of a considerable sum of money, only to have her education swept away by a fire which burned her notebooks and her beribboned diploma.

In discussing the bad reputation which topographic maps have in some quarters we have seen some ways in which they should not be used. Now let us do a little constructive thinking.

In introducing the topographic map the conventions can easily be developed with the contoured sand hill. After this is done pupils will usually be eager to see the home quadrangle which should immediately be given to them if such a map is in existence. It is well to allow pupils to find on the map well-known topographic features, and to allow considerable freedom in expressing their enthusiasm upon finding them.

Following this may come other quadrangles either near or remote. At first reference is made only to the large features of the region, mental pictures being formed by the pupils and described briefly. Much interest may be aroused and great value derived by showing a relief model of the region for comparison with the mental pictures.

An imaginary position may be taken at a point selected by the teacher and an imaginary photograph taken. Pupils will enter heartily into this game. Then the real photograph or lantern slide or, better still, a stereograph may be shown to test the accuracy of the mental picture. Fortunately a few well-chosen views with exact location and direction of outlook are supplied by the patent maps and stereographs published by Underwood & Underwood.

In taking up a region for detailed study, this kind of an exercise is pedagogically correct. It may properly be accompanied by a larger orientation by which the particular region falls into its proper place in the pupil's mental image of the continent, as well in area as in position. The real live teacher whose circumstances permit will do field work with his class before studying any particular natural feature from the map. Thus the pupil is in possession of the concrete material which he is further to elaborate by aid of the map.

But you ask, Shall we make a detailed study of a map? Yes, emphatically yes. We should have a care lest the pupil becomes lost in the detail, or lest a detail is sought which is unimportant. We should stop short of mental fatigue or lassitude, but it is not necessary or desirable to stop short of an interest that is under the control of the will or of an attention that is purposed. We are not striving to entertain, but to instruct and develop our charges. In the words of one of our leading educators, "The school methods which appeal always to the natural desires and involuntary attention and interest do not train the pupil in overcoming desires and in controlling attention; they plead instead of commanding; they teach one to follow the path of least resistance instead of the path of duty and the ideal. The result is a flabby inefficiency, a loose vagueness and inaccuracy, an acquaintance with a hundred things and a mastery of none. Public life has to suffer for it; a community which has not had a rigid mental discipline at home and at school must always remain the plaything of its lower instincts."

NATURE STUDY IN CALIFORNIA AND A BASIS FOR ITS REHABILITATION

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SIX years ago the nature study movement had to all appearances made a deep impression on the elementary schools of California.

Nearly all the county courses of study showed its influence to a greater or less degree, and several of the larger cities employed special instructors. An attempt was made to establish something in the nature of a central bureau, and through an act of the legislature permit counties to appoint special teachers of nature study. Both failed primarily because the real meaning of nature study was not understood. Soon interest began to wane, and to-day outside of the normal schools and the efforts of individual teachers the movement is practically dead in California. Much the same condition exists in other parts of the country. In some quarters, however, nature study seems to be given under the name of agriculture, and as this phase shows some vitality we are not without a little light in the darkness.

There can be no saner or more practical thought than that for which nature study stands; that is, the development of the self-activities of the child as related to its surroundings. It is this actual contact with things that the leaders of education have fought for during the last three centuries. Yet for some reason we do not seem to have got hold of it in such a way as to produce results in actual practice. We must confess that either there is something wrong, lacking in our conception of nature study, or that human nature is such that actual practice can never approach ideals.

Two years ago in order to get at the real standing of nature study in the schools of California, I obtained the courses of study of forty-two of the most important counties. There were some references to nature study in thirty-four of these, but only about half a dozen in which there were fairly complete courses running through the elementary school. Seventeen recommended the teaching of agriculture in the seventh and eighth grades. No more than three outlined any regular work in physical phenomena. As far as I can gather from superintendents and teachers, these courses of study showed the work in a much better condition than it is to-day. Nearly all the nature work now given in the schools of the State is optional with the teacher; the study of physical phenomena,

including observations in physics and chemistry, has been dropped; and even agriculture, which appears to have a strong lead over the other branches as shown by these courses of study, is taught comparatively little and then in a poor and inefficient way. In most cases a textbook is recommended, and this with insufficient knowledge and lack of sympathy on the part of the teacher is sufficient to kill the subject when introduced into the elementary school.

It may be profitable now to take a general survey of the field and see if we can discover the reasons why nature study has not fulfilled the expectations of its advocates, and what is necessary to be done, and what change of method or viewpoint it is necessary to adopt in order to place the subject again in the schools and carry it on to that complete success which its importance demands.

In the first place there has been a lack of unity of ideas as to what nature study really is. One man has stated it is agriculture; another would make it essentially biology; and another would include all the phenomena of the child's environment. Sentimentality with some has played too large a part. Others have looked on nature study as a simple form of science and have introduced formal analysis and classification.

As far as our own State is concerned there has been no concerted action on the part of those interested in nature study. Each superintendent and board of education has organized the work along independent lines. Of two counties lying side by side, one may have adopted a full outline running through the elementary school, while over the boundary in the other county the whole subject may be completely ignored. The fundamental idea underlying nature study may be ever so true and ever so important to the elementary school, and yet we can not expect to see it coming into its own while every leader works independently and shouts the correctness of his own views. There must be a certain basis of agreement; there must be unity and harmony of action. Then, farther, the close relation of nature study and geography has been in large measure overlooked. Complete courses of nature study have been arranged with no reference whatever to geography, although every discriminating person must admit their practical identity in the lower grades.

Two methods, one based on the study of books, the other of real things, have long been in conflict with each other. The former in

spite of occasional protests has had practical control of our schools for generations. The concept of books as the source of knowledge has become so deeply ingrained in our educational institutions that there is little room for anything else. The fact that real education consists in acquainting the child with his surroundings has made very slow headway, and often it has lost ground owing to the fact that would-be reformers have made serious mistakes and have in addition failed to agree among themselves.

The problem which confronts us now in California is the same as that which confronts nature study everywhere. First we have to do with indifference on the part of those who frame our courses of study and shape our educational ideals. Most men while recognizing in a mere formal way the importance of educating the child for the practical duties of life, find it easier to follow in the path of established custom. They think if a child can read, write and spell that is all he needs to know. They forget that what the average child needs to acquire more than anything else is the ability to make use of and turn to his advantage the facts of his environment. It would seem that we had turned out ninnies educated from books, but incapable of making any use of their hands or of understanding their surroundings; that we have come to look upon them as the proper product of our schools.

That the education of the child should bear some relation to its life work is so simple and self-evident that we have passed it by without seeing that it is practically a dead letter in our schools.

The superintendent in one of our large cities remarked to me a short time since that the nature study movement failed because it had been pushed ahead of any demand for it. To me, this is one of the most falacious arguments ever advanced for the failure of any forward movement. No advanced step in education, ethics, or religion ever took place through waiting until there was a demand for it. It has been the insistent preaching in season and out of season by men whose ideals were ahead of their time, that advances have been made. If we waited for the call of the rank and file, if we waited until trained teachers had been provided, before we made a move, that move would never be made. Trained teachers are the result of a demand and are not going to be on hand waiting for a demand to materialize. The

lack of trained teachers has made the progress of the nature study movement slower than it otherwise would have been, but I do not believe it is the reason for the present decline. Increasing in number are the teachers who to-day, though not fully trained, are nevertheless in sympathy with the broader ideas of education represented by the nature study idea.

There is a widespread ignorance on the part of people outside of the schools as to the meaning of nature study and the ideas which underlie it. It has been looked on as a fad, as an unpractical and unnecessary addition to a crowded curriculum. The education of public opinion in such a matter is very essential, and I fear we have not paid the attention to it which we ought. It was apathy and misunderstanding which defeated the attempt in a former legislature to place nature study on an organized basis.

I am coming now to what seems to me to be the real cause for the decline of the interest in nature study at the present time, and that is the failure of those behind the movement to develop any definite systematic content. We hear the criticism made in various quarters that nature study is intangible, that it has no beginning nor end, that it has no unity in its expression.

We have included in our nature study outlines an immense number of lessons on heterogeneous animals, plants, insects, birds, physical phenomena, soil, sky, weather, the industrial and other conditions of the home region. Ordinarily this material has been brought into the schoolroom, and each fact studied by itself without taking into account its relation to other facts. The flower has been analyzed and each part learned after the manner of students taking up the former science of botany. The outcome of such work has not been what it should be because these facts about nature, be they ever so interesting and instructive in themselves, do not lead us anywhere. Neither does wandering through the woods and fields, although ever so delightful, amount to much unless there is some definite purpose in sight, a purpose which is related to real interests. Here and there a teacher has struck the right key and has given us glimpses of a far-reaching, underlying principle, but too often the work has been shaped by superficial and erroneous conceptions.

The very term nature study is misleading, but as yet no better one has been developed in the English language. It has had a decided tendency to expand the subject along natural history lines, for we find nearly all the formulated courses devoted pre-eminently to the study of plants and animals. To my mind the conception of a real nature study is more fully expressed in the German term "heimatakunde," meaning literally "home lore." The common term for the ideas conveyed by "home lore" is expressed in "home geography."

Now you may ask what has home geography to do with nature study, and I shall reply that it has everything to do with it, as will be shown later. Nature study as it has been presented is made up of a vast fund of facts from every department of human experience. Usually no attempt has been made to correlate these and reduce the heterogeneous aggregate to a system. In fact no unifying principle seems to have been more than faintly foreshadowed in the voluminous literature of nature study. I believe we can all agree on the statement that nature study deals primarily with the facts open to investigation in the home region. These facts are of every kind. They have to do with the land, the water, the air, plants and animals, natural productions, industries and occupations. In a region devoted to mining, that industry should influence the content of nature study. Where agriculture predominates, its various phases should be worked in a natural way into the nature study. Of course we must take into account the fact that as children grow up they do not always stay in the region in which their school days are spent, nor do they always follow the occupation of their elders. So we must not make our conceptions too narrow. In general we can say that a first hand acquaintance with the facts of the environment, whatever those may be, is the essential thing. This is real knowledge as distinguished from book knowledge. The former can be made use of; the latter is too often of no use whatever.

Now what is the difference between this nature study as I have outlined it and home geography? The difference may be little or great; it all depends on the viewpoint. If such topics as the birds, insects, agriculture, elementary physics and chemistry are each treated separately and independently, we are really studying elementary science. To be sure, it is what has been called nature study, but from my

standpoint it is the wrong kind of nature study and has no real relation to geography. These facts may be interesting and valuable in themselves but of what use are they? What relation do they bear to the child's interests or experiences? If on the contrary we take them up and study them in the light of their relation to each other and to ourselves as they go to make up the environment, then we are engaged not only in correct nature study but home geography as well.

We have now reached a position in which we can say that it is the geographic idea which furnishes a rational basis for nature study, unifies and harmonizes its otherwise heterogeneous aggregate of facts. The child's activities, as well as those of people about him, are directly affected by the environing factors. He has to do with them in his play and in his work. True nature study, then, does not isolate its materials from their natural settings in the world about us. It does not bring the bird, insect or other object into the schoolroom and develop formal lessons on its various qualities and attributes. Instead it introduces the child to these things just as he will encounter them in real life. When they are isolated in the schoolroom, the natural continuity and inter-dependence running through them all is broken.

The geographic viewpoint is far more philosophical than we have been accustomed to think. It puts life and meaning into otherwise dead matter. Nothing in nature goes unconditioned and there is everywhere interaction between phenomena in the world about us. Geography looks at things as they occur over the earth and interprets them according to the part which they play in its complex relations. In the laboratory we isolate as far as possible each object and each experiment from the conditions under which it occurs, and under which we have to deal with it in actual experience. This method of formal science is the proper and necessary thing for advanced students and investigators, but it is radically wrong for young pupils. As children first look out on the world and commence to gain a knowledge of the various things found there, they see them from the geographic side. They see things as wholes before they begin to analyze. This outlook over nature is geographic and is equivalent, as I have said before, to home geography. In the attempt to work out a rational basis for nature study, we have heretofore failed to find any unifying concept; I feel confident that the geographic viewpoint will supply this.

The high schools over the country are apparently getting ready to make the same mistake that the nature study people have made. They are proposing to offer a course in general science in the first year, grouping together a heterogeneous lot of facts from every science. The lessons and experiments will undoubtedly be interesting and valuable in themselves; but because of the absence of any definite purpose or object, the effect upon the pupils will be of no more value either in a cultural or a practical sense than the so-called nature study of the elementary school. The similarity of this proposed work to nature study has not been recognized. There is little doubt that it will result in complete failure. Then the pendulum will swing back again to physical geography, which general science is likely to displace for the time being. Our inherited educational notions, our training and our textbooks all fail to recognize the possibilities involved in the geographic idea. This thought is wonderfully full and comprehensive when once it has been grasped. Let us try to put out of our minds the ingrained views as to geography and look at the subject in its broad philosophic relations.

The literature of nature study throws some faint light on the views which have been presented above, particularly some articles in late numbers of the *Review*. Many nature study advocates have recognized the fact that home geography and nature study are closely related. Mr. Wm. T. Skilling of the San Diego Normal School, in an article pleading for a broad interpretation of the subject, says, "Nature study would in fact be identical with what we are familiar with as *home geography*."

For several years I have been trying to find some universal and rational approach to nature study which would remove the criticism of "disorganized, without system, no beginning or end." I had long thought that geography might be made an important means of correlating and tying up its disconnected facts. At the same time I did not see how this could be done and still retain the multitudinous number of facts which appeared to be accepted by everybody as an essential part of the subject, but which on their face seemed to bear no relation to geography.

In arranging a course of study for a state like California, which has such a variety of interests, we can modify the work for each individual district and yet have a fundamental unity running through the whole plan. The teacher must familiarize herself with her home

geography, and on its content build the work of nature study. The important interests of the home, whatever they may be, should be made the basis of the work.

The use of a textbook in the hands of the pupils covering any branch or phase of nature study should be avoided. Such methods have helped very materially to spoil the teaching of agriculture in the elementary school. Learning lessons out of a book about the soil, gardening, horticulture, and dairying is the veriest nonsense. The use of a book presupposes practically the same formal routine for all the schools of a county, while in reality each district may be so situated that the nature study work should be emphasized along different lines. The determining factors in each case are geographic.

To carry out a rational plan for the re-organization of nature study in California on the basis discussed in this paper, we need to get our forces together and work along a common line. We need both a State organization which may well take the form of a branch of the National Nature Society, and a central bureau from which suggestions and plans may be sent out. I am thoroughly convinced that there is no use to continue agitation of this matter unless we can unite on a common ideal and then work together.

WHEN REUBEN CAME TO TOWN

Clang, clatter, bang! Down the street came the fire engines.

Driving along ahead, oblivious of any danger, was a farmer in a ramshackle old buggy. A policeman yelled at him: "Hi there, look out! The fire department's coming."

Turning in by the curb the farmer watched the hose cart, salvage wagon and engine whiz past. Then he turned out into the street again and drove on. Barely had he started when the hook and ladder came tearing along. The rear wheel of the big truck slewed into the farmer's buggy, smashing it to smithereens and sending the farmer sprawling into the gutter. The policeman ran to his assistance.

"Didn't I tell ye to keep out of the way?" he demanded crossly. "Didn't I tell ye the fire department was comin'?"

"Wall, consarn ye," said the peeved farmer, "I did git outter the way for th' fire department. But what in tarnation was them drunken painters in sech an allfired hurry fer?"—*Everybody's Magazine*.

FIRST ANNUAL CONFERENCE OF THE PLAYGROUND ASSOCIATION OF CALIFORNIA

MRS. MAY L. CHENEY

Appointment Secretary, University of California

The State Playground Association of California has been in existence less than a year. It was organized during Dr. Gulick's visit to the Coast last winter, when he came to address the California Teachers' Association in December. Its aim is to promote the playground movement; to assist in organizing commissions, where municipal playgrounds are being established; to furnish forms of ordinances and reports from cities where playgrounds have already been successfully maintained; and no less to foster the developing interest in playgrounds attached to the public schools, and help the new movement which aims to bring all of the children into the games which formerly benefited only the favored few.

We need no longer apologize for the seeming paradox of teaching children to play. Physicians and psychologists agree that play is essential to health, bodily and mental, and the lack of it is the cause of the deterioration in our national vitality. Since Miss Addams' epoch making book, "The Spirit of Youth and the City Streets," appeared, there is no need to discuss the question whether public recreation is the birthright of every man, woman, and child; the question for discussion is how to make proper provision for it, and it is in the hope that some light may be shed on this question that the Playground Association of California has called this conference.

The sessions will be held at the Hotel St. Francis, San Francisco, on December 15th, 16th and 17th, 1910. The first session will be held in the evening, and the speakers will be Dr. Philip King Brown, Mrs. Lovell White, vice-president of the Playground Association of America, and Mrs. Willoughby Rodman, president of the Playground Commission of Los Angeles. There will be an exhibition of folk dances by the children of the Glenn Taylor School, of Alameda, led by Miss Irene Elizabeth Phillips, of Rochester, New York. The second day, Friday, will be playground workers' day, and C. B. Raitt, superintendent of playgrounds in Los Angeles, will speak on "The Playground in Operation," and George E. Dickie, superintendent of Oakland playgrounds, will speak on "Adequate Training of Supervisors." H. J. McCoy, secretary of the Y. M. C. A., and president of the Playground

Commission in San Francisco, will discuss "The Playgrounds as Developed in San Francisco." These papers will be followed by a general discussion and interchange of experiences by the workers from different cities.

At half past twelve, a luncheon will be served in the White and Gold room of the St. Francis, under the auspices of the Associated Charities of San Francisco. The subject for discussion at the luncheon will be "The Girl and the Playground." The speakers will be Beatrice McCall, a probation officer of Alameda county; Miss Ethel Moore of the Oakland Playground Commission; Mrs. Rodman, president of the Los Angeles Commission, and J. C. Astredo, of the San Francisco Commission.

Friday afternoon there will be a discussion of "Playground Games" by Dr. Everett C. Beach, head of the Department of Physical Education in the Los Angeles schools; a talk on "Rural Recreation Centers," by Ernest Bradley, Dean of Tamalpais Center, at Kentfield, Marin county; a discussion of "What Other Countries Are Doing," by C. M. Goethe, of Sacramento; and a talk on "Public Recreation," by Miss Irene Elizabeth Phillips.

On Friday evening there will be an address by Dr. R. G. Boone, of the Education Department of the University of California, on "The Significance of the Playground Movement." Saturday morning—After a brief business meeting, the subject of "The Public School Playground" will be introduced by Gilbert N. Brink, principal of the Berkeley High School, and discussed by Alexander Sheriffs, city superintendent of schools of San Jose. Mr. Brink is chairman of a committee of Alameda county schoolmen who have been studying the problem of school athletics and it is possible he will have something to suggest which may be helpful to those who would like to see our present practice replaced by something that would bear a closer relation to the physical well-being of the great body of the pupils. The last paper on Saturday morning's program discusses "School Gardens." E. B. Babcock, Assistant Professor of Agricultural Education at the University of California, is the speaker. The afternoon will be devoted to visits to the Oakland and San Francisco playgrounds.

Gleanings

INSIDE THE STATE

At the call of Supt. E. W. Lindsay of Fresno county, about one hundred school trustees met at Fresno on November 26th. In calling this meeting to order Supt. Lindsay stated that his purpose in getting the trustees together was to perfect a permanent organization for the discussion of matters pertaining to trustees in their relations to the schools. One important result of the meeting was the adoption of a resolution providing for the introduction of a bill at the next legislature to establish annual trustees' institutes in each county, and providing for the mileage of one member of every board of trustees to attend these institutes. A resolution was passed calling upon the next legislature to establish a normal school at Fresno. W. F. Chandler, the assemblyman-elect from Fresno county, was present and made several brief talks to the trustees.

The Los Angeles branch of C. F. Weber & Co. has moved from 212 North Main street to 512 South Broadway. A steady increase in business has rendered the removal imperative. Customers and friends among the educational public will be welcomed at the new location.

The Sacramento city and county institute was held at Sacramento, November 21st-23d. A full program covering the days and the evenings as well had been arranged by Mrs. Minnie R. O'Neil, county superintendent, and Supt. O. W. Erlewine of the Sacramento city schools. The instructors were Supt. Edward Hyatt; Allison Ware, president Chico Normal; Mrs. Gertrude B. Parsons, supervisor of music, Los Angeles Polytechnic High; Supt. J. H. Francis of Los Angeles; Dr. Richard Gause Boone, University of California; J. C. Astredo, San Francisco Playground Commission; Mgr. T. J. Capel, Sacramento; Geo. L. Sackett, secretary State Textbook Commission; and Dr. W. F. Snow, secretary State Board of Health.

Walter N. Bush, principal of the San Francisco Polytechnic High School, was recently dismissed by the Board of Education. James Ferguson, one of the assistant superintendents, has been elected to the vacancy.

The Stanislaus county institute was held at Modesto, November 21st-23d. Miss Florence Boggs, the county superintendent, had secured as instructors Mrs. Beatrice Partridge Wilmans, Mrs. Edna Orr James, Miss Ednah A. Rich, Dr. Raymond Russ, Prof. Ernest B. Babcock, Prof. William Dalton Armes, and Prof. Walter E. Magee. It is needless to say that things were moving pretty rapidly during the three days.

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SAN FRANCISCO

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A meeting of the Scholia Club was held at the Palace Hotel in San Francisco on the evening of December 3d. Prof. D. R. Jones of the San Francisco Normal, presided, and Col. Harris Weinstock was the principal speaker. Col. Weinstock presented the amended report of the Commission on Industrial Education. He then read some of the written criticisms and suggestions that have been made concerning the bill and invited discussion from those present. After careful consideration it was the general impression that the bill in its amended form is nearly ready for presentation at the coming session of the legislature.

The regular quarterly meeting and luncheon of the High School Woman's Club of Santa Clara County was held at the Hotel Vendome, in San Jose, on October 29th. The principal addresses were given by Miss Stewart of Morgan Hill High School, who reviewed the "Life of Alice Freeman Palmer," and Miss Crusoe of Gilroy High School, who reported on R. H. Palmer's monograph, "Ethics in Education." At the business meeting the following officers were elected: President, Miss Gertrude Peckham, Mountain View High School; vice-president, Miss Catton, Campbell High School; secretary, Miss Alice Williston, Mountain View High School; delegate to Federated School Women's Clubs, Miss Crusoe, Gilroy High School.

Supt. Robert L. Stockton held the Kern county institute at Bakersfield, November 21st-23d, the three days preceding Thanksgiving. The instructors were Arthur H. Chamberlain, Pasadena; Mrs. Edna Orr James, Stockton; and Geo. L. Sackett, Sacramento. Miss Harriet G. Eddy of the State Library, presented the cause of "County Libraries," and L. E. Armstrong, secretary of the California Council of Education, spoke on the need of teachers getting together to secure desirable educational legislation.

Last year, about this time, we were pleased to learn that the San Mateo Union High School District had voted \$100,000 with which to build a new high school building. Since that time work has progressed rapidly on a building of reinforced concrete walls and of wood interior. This building is to be modern in every respect. It is now nearing completion. But to add to this, the district has again voted money not only to equip this building but also for building a gymnasium for the high school. This amount recently voted is \$50,000. What San Mateo is doing is but another example of what can be done and of what is being done in the high school field. San Mateo will be equipped with one modern building for work and another for play and recreation. These are the ideals about which we often talk, but here is a case of putting preaching into practice.

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San Francisco Library Order

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- 325 Days and Deeds 100 Years Ago, Stone and Fickett
- 420 Stories of Long Ago, Bass
- 250 Stories from English History, Warren

GEOGRAPHY READERS, WINSLOW:

- 285 I. The Earth and Its People
- 285 II. The United States
- 285 III. Our American Neighbors
- 285 IV. Europe
- 285 V. Distant Lands

AMERICA'S STORY FOR AMERICA'S CHILDREN, PRATT:

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- 282 II. Discoverers and Explorers
- 282 III. The Early Colonies
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The Merced county institute was held at Merced, October 25th-27th. Mrs. Belle Smythe Gribi, the county superintendent, had prepared an interesting program. Her instructors were Supt. Edward Hyatt; Mrs. Mary Roberts Coolidge of Berkeley; Miss Anna Nicholson, San Jose Normal; Prof. R. C. Bentley, Stanford University; Supt. Frank F. Bunker of Bunker; and Supt. E. W. Lindsay of Fresno.

The meeting of the Northern California Teachers' Association was held at Redding, November 14th-17th. The counties of Shasta, Tehama, Butte, and Colusa held their institutes in connection with the meeting. The speakers included: Edward Hyatt, Superintendent Public Instruction; Frank J. Murasky, Judge of Superior Court, San Francisco; Dr. A. F. Lange, Dean of the Faculties, University of California; Ednah A. Rich, President of the State Normal School of Manual Arts and Home Economics, Santa Barbara; H. D. Sheldon, Department of Education, University of Oregon; Chester H. Rowell, editor of *Fresno Republican*; Allison Ware, President of State Normal School, Chico; L. E. Armstrong, secretary of California Council of Education; E. Morris Cox, assistant superintendent of schools, Oakland; Bert Estes Howard, Department of Economics and Social Sciences, Leland Stanford, Jr., University.

Miss Lulu E. White, county superintendent of Shasta, was elected president for the coming year—the first woman to be honored with the position. Miss Delia D. Fish, county superintendent of Tehama, was re-elected secretary.

Another institute held Thanksgiving week was that of Riverside county and city, Supt. Raymond Cree in charge. A pleasing, helpful time was had. The instructors were: Dr. Ellwood P. Cubberley, Stanford University; Prof. C. F. Baker, Pomona College; Miss Bessie McCabe, State Normal School, San Jose; Prof. James F. Chamberlain, State Normal School, Los Angeles; Mr. Ralph Wylie, Los Angeles; Miss Carrie I. Swope, Riverside; Mr. W. A. Correll, Riverside; and Mr. Joseph F. Daniels, City Librarian, Riverside.

Our cover design for this number was drawn by Miss Hannah T. Thompson of the California School of Arts and Crafts, Berkeley. This school will have an exhibit of its work in the exhibition room of the school during the week the California Teachers' Association is in session. A special feature will be the demonstration by teachers of the different processes of reproducing, drawing and color work. The exhibit will be open evenings as well as in the daytime. All teachers are cordially invited to attend.

CHOICEST GIFT OF THIS SEASON

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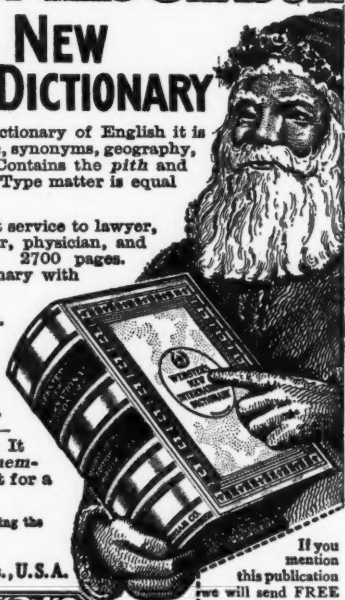
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OUTSIDE THE STATE

At a meeting of the Executive Committee of the National Education Association held in Chicago on November 26th, San Francisco was selected as the meeting-place for the 1911 meeting. The decision in favor of San Francisco was unanimous. The meeting will be held July 8-14, 1911. Thus after many days we shall be able to complete our plans for receiving and entertaining the teachers of the country. Incidentally California will have the honor of welcoming the first woman president of the National Education Association. A great meeting would seem to be assured. The "old guard" would be ashamed to stay at home, and the progressives must justify by a large attendance their assumption of control. The shake-up at Boston was a good thing for the N. E. A.

Minnesota has appropriated \$25,000 from the state funds for agricultural high schools.

We note the advent of an interesting school paper: "School Agriculture, Domestic Science, and Manual Training," published semi-monthly at Springfield, Mass. The paper is designed as a text in the subjects named for use in schools, homes, and clubs. We believe it will prove decidedly useful in its chosen field.

No schoolhouse in the state of Maine can be erected without the written approval of the plans by the state superintendent of public instruction and the state board of health.

Columbus Day (October 12th) has been fixed as a legal holiday in the following fifteen States: California, Colorado, Connecticut, Illinois, Kentucky, Maryland, Michigan, Missouri, Montana, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Massachusetts. The school children in other States would probably not object to sharing in the celebration of this holiday.

"Free Publications of the Department of Agriculture Classified for the Use of Teachers" is the title of a recent bulletin issued by the United States Department of Agriculture. By means of this pamphlet teachers may learn what government publications can be secured free for use in teaching the various subjects included in agriculture, such as Poultry, Dairying, Drainage, Road Improvement, Horticulture, etc. Rural schools and high schools teaching agriculture will find this a valuable pamphlet. Write for a copy to Department of Agriculture, Washington, D. C.

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Dialogs for Little Folks—a dramatic reader for Second and Third Grades (Ella M. Powers), 40 cents.

The Teacher's Robinson Crusoe, containing many suggestions for "Things to think and talk about" and "Problems to work out" for each chapter (S. B. Allison), 50 cents.

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The Milwaukee school board maintains in connection with the high school a department for the deaf. Pupils may take work with the hearing classes and receive special help in the department for the deaf. The plan has proved successful and is to be commended for one reason because the deaf children thus trained do not acquire the mannerisms peculiar to the deaf. Before taking up work in the high school they have been trained in the day schools for the deaf where they are taught to understand oral speech by lip reading and to express themselves orally. There are in Wisconsin 22 day schools for the deaf, enrolling over three hundred pupils.

L. B. Paine of Duluth, Minnesota, acting captain of the Cornell University football team, died from injuries received while playing football on October 18th.

A bill for the teaching of sex hygiene has been proposed in Italy. That instruction in this subject should be given previous to adolescence was agreed upon by the recent International Congress on School Hygiene.

In New York the plan of county supervision of schools is to be superseded by district supervision with decrease in the number of schools for each superintendent and increase of his powers.

The fourth annual convention of the National Society for the Promotion of Industrial Education convened at Boston, November 17th, 18th, 19th.

The recent formal opening of the Amerika-Institut in the Royal Library Building in Berlin, calls attention to a work that promises great results. The director of the Institut for its first year is Prof. Hugo Munsterberg, Harvard Exchange Professor at the University of Berlin. The general aim of the Institut is the systematic furthering of the cultural relations between Germany and the United States. Strictly political and commercial affairs lie outside of its realm, but everything which refers to education and scholarship, to literature and art, to technique and social welfare, to travel and public interests, to peace and international understanding, will be the fit object of its efforts. While the political relations of the countries have always been organized, the cultural connections have been the results of chance influences which have brought about a wasteful scattering of energies and often a disappointing and even harmful outcome. The Institut is the first effort to organize and to forward these mutual interests of two great nations. We hope it may lead to the founding of similar governmental institutions for cultural relations with foreign countries among all the leading nations of the world.

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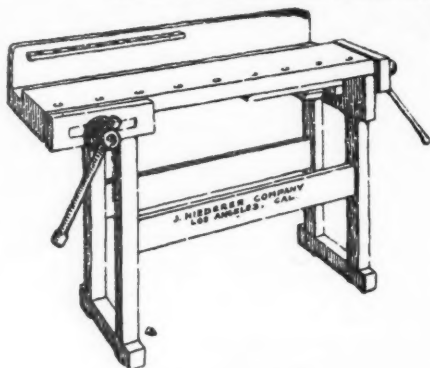
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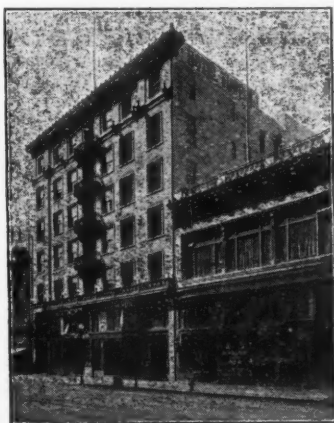
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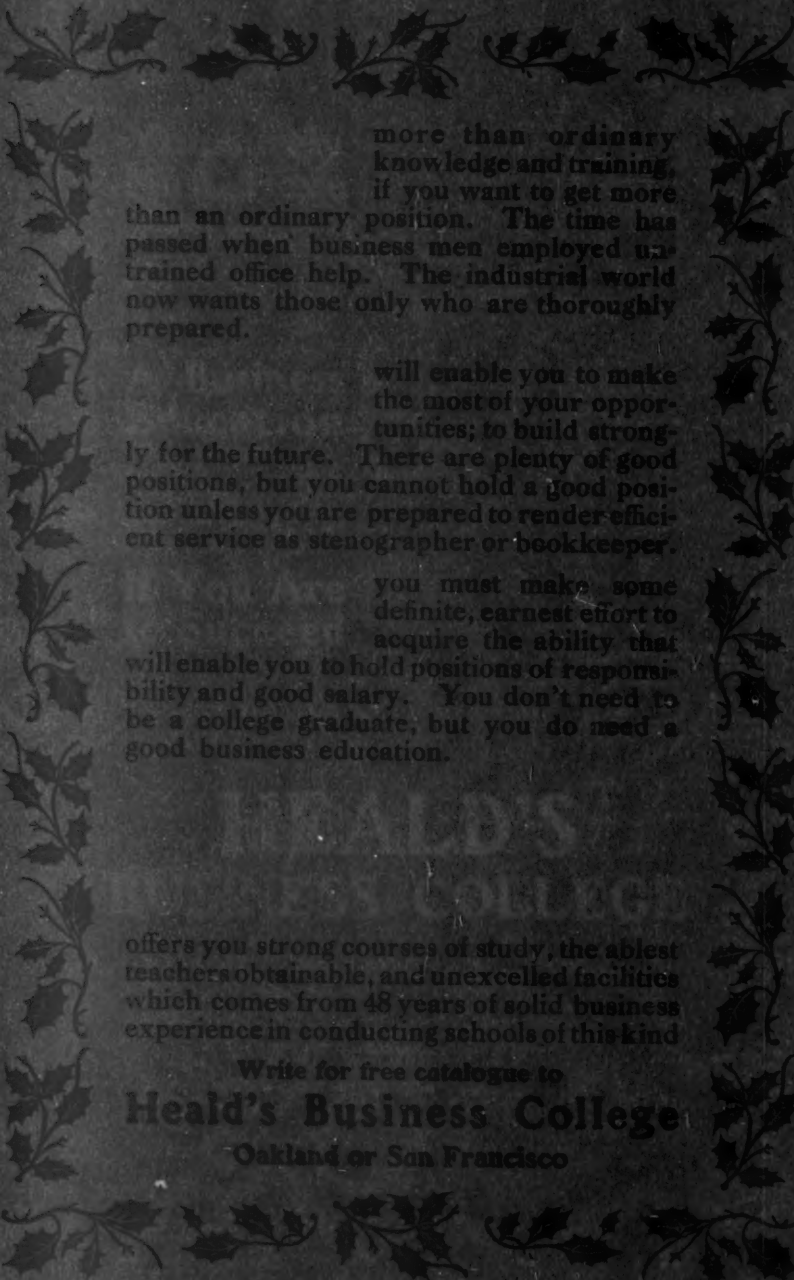
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